

CHILD STUDY

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HEADLINES



A search through the bibliography of printed matter about fathers reveals almost no material devoted to that subject. We offer these articles on "The Father of the Family" in the hope that they will throw some needed light on a much neglected topic in child development.



Contributors to this issue include: Jule Eisenbud, M.D., Associate in Psychiatry, Columbia College of Physicians and Surgeons and instructor at New York School of Social Work; James Lee Ellenwood, Ph.D., secretary of the New York State Executive Committee, Y.M.C.A.; Milton I. Levine, M.D., Instructor of Pediatrics at Cornell University Medical College and pediatrician at City and Country School and the Harriet Johnson Nursery School; Janet Fowler Nelson, Ph.D., Program Secretary for Social Hygiene and Family Relations, USO Division, National Y.W.C.A. The "Science Contributes" article is written by Aline B. Auerbach, Educational Associate and staff member of the Child Study Association of America, from a report on "War and Children," by Anna Freud and Dorothy T. Burlingham.



The fundamental emotional currents which influence children's behavior will be evaluated in the Winter issue of CHILD STUDY. The issue will be called "The Roots of Behavior."



EDITORIAL

IT IS IMPOSSIBLE to describe the rôle of the father in the home without appraising our present-day conceptions of the mother's task as well. The notion that woman's place is in the home and only in the home, is in some respects a new-fangled notion, not an old one. In past centuries women, except a few super-privileged ones, helped their husbands on farms and in shops and looked after a great deal of the family business. They were neither the fragile bric-a-brac nor the purely domestic creatures of our imaginations, but took an active part practically and realistically in the economic concerns of the family. Similarly a father stood in a much closer relation to his children both as teacher and disciplinarian than he usually does today. It is one of the less wholesome results of a society in which the trend toward division of labor has gone to crazy lengths that children tend to become wholly the mother's business on the one hand, while on the other, the father is relegated so often to the job of earning money.

Perhaps because today fathers have been forced out of the home by the thousands, we have come to appreciate their contribution and to wonder why on earth we ever let the father of the family get to be a shadowy figure while he was actually on hand. Would it not be a better world, we now ask, if there were a fuller partnership between men and women at all times? Could we not arrange matters so that women might know the "outside world" through more first hand day to day experience, while men know the home and children in the same way?

This is not to deny the biological rôle of the sexes and its inevitable consequences. Children, we know, need a great deal of mothering and they need it from their mothers. But by the same token they are no less in need of a father who is a real and significant person. Though it is true that the management of daily routines inevitably tends to fall on the mother as homemaker, it is perhaps not necessary that the moral education of children should rest as completely on her shoulders as it does in so many homes today. When this happens, children run the risk of growing up in the belief that women are the source of authority; that the male is relatively powerless. Such a belief tends to breed passive men and aggressive women.

To reconstruct a saner family and a healthier relation between the men and women who make families is by no means one of the minor tasks that lie ahead of us. The outcome depends on how clearly we acknowledge family life to be a joint undertaking shared in its details by both partners and how successful men and women become at drawing closer to the essential concerns of each other.

THE EDITORS.

The Father of a Family

By JULE EISENBUD, M.D.

BY THE middle of the last century there was little in the political, social, or cultural aspects of life that was not under the most critical scrutiny; every institution was examined in relation to the whence, the how, and the why of its existence. But one institution which there still seemed little need to question or to try to understand was the family. The rôle, the functions, the prerogatives, and the obligations of each of its members were in no need of definition; they just *were*. Because despite the great changes taking place in the outside world, a century ago, changes which had introduced new elements into the relationships between employer and employee, between church and state, between the state and the individual, the family unit as a concrete practical arrangement for living remained relatively unaltered. It remained still the most natural, the most efficient, and the most psychologically balanced means of satisfying the needs of man, woman, and child.

The rôle of each member of the family in his or her many-sided relationship to the others in the family and to the community was more or less culturally prescribed and it was generally expected that each would conform to the accepted symbolic picture of what he or she ought to be and do. Such symbolic pictures of father, mother, and child were in a sense ideal images guiding the behavior and the conscious strivings of people, and while the actual living relationships might depart somewhat from the ideal, there was nevertheless a close correspondence in actuality and possibility between the symbol and the person. It was not difficult a century ago for the father to be a father, the mother to be a mother, and for the child to be a child. In such a definite grouping of functions and responsibilities, the tensions and deprivations sometimes worked hardship on individual members of the household, but the net effect of such an arrangement was one which best served the needs of society, while guaranteeing in the long run some measure of fulfillment of the needs of the individual.

Our picture of the father today, of the *pater familias*, is an inheritance from days gone by, some-

thing we preserve as part of our mental furniture. Like an heirloom for which we will always find some corner of the house, our concept of what the father of the family should be is taken for granted, and were we asked to give our idea of his qualities and functions, we would automatically drag out and dust off the familiar composite picture that has faithfully represented the father throughout many generations. The father is, first of all, the breadwinner, the economic support, and protection of his brood. He is, next, the main source of authority and the dispenser of justice, the powerful figure whose approval or disapproval regulates behavior and tends the growth of character. He is capable and decisive in a great many matters; is handy in doing a lot of things and has an enviable ease of manner and "know how" in the many complicated and sometimes frightening circumstances of the great world outside. He is a source of security and strength when danger threatens, and has courage in the face of difficulties. He is stern and manly and sometimes severe, but there is no sacrifice he will not make for his family and he proves over and over again, in matters great and small, that his children are the most important things in his life.

Such is the familiar idealized picture of the father. Turning now from the picture to the person, to the father as we are likely to encounter him today in millions of American homes, we are inescapably brought to the realization that Father somehow is not what he is cracked up to be. Looking closely at him in his habitat as he goes about the business of being a father, we are apt to see a man who is trying hard to stick to the script and to go through the motions of the part he is supposed to play, but who seems, for some reason, to be miscast in his rôle.

There is something wrong somewhere. He is not a bad sort, this father, but he cannot seem to impress his wife or his children that he counts for very much around the house, and there is serious question as to who bosses whom. Not that he doesn't raise his voice now and again, or look pretty imposing when he issues orders or lays down the law. It is only that no matter how much or how often he proclaims his

authority, the fact of his authority seems open to doubt; and he is frequently little more than a tired, harassed man whose austerity has given way to simple irritability. He tries hard to be nice to his children when he is with them, but he isn't with them very much, and when he is, he is frequently balked by their unresponsiveness to his affectionate overtures or exasperated by their independence and know-it-all attitude. In fact, he doesn't seem to have much influence at all over their behavior or their character development since they turn out in wholly unpredictable ways and not always in ways he would consider a credit to his teaching.

When we actually look at the father today we see that less and less does he fit the picture that has made him the symbol of strength and authority and the natural head of the family. Today the father often has not much more than a purely mechanical claim to paternity, and for the remainder is frequently in about the same relationship to the other members in the family as a boarder in the house.

In order to understand the change that seems to be taking place, it will be necessary first to examine the sources of the power and privilege of the father in the past. It will be seen that however much this power may have appeared to rest on a vague biological "fitness" or on a still-vaguer "divine right," it really rested on the fact that such power came naturally for services rendered, the result of an unconscious but none the less binding transaction between the members of the family group. It was not necessary for the father to verbalize his position, to defend his rights, to insist on his due or constantly remind his family that he was, after all, the father. His sovereign status was the natural consequence of life as it was lived in those days, a pattern of existence which forced the father willy-nilly and despite his individual limitations into an essential and indispensable rôle in the family, that of purveyor of the material and psychological necessities for the life and growth of those around him.

Take the first, the material or economic sphere. A superficial view might lead to the impression that the father of old was in general less of a good provider than the father of today, largely because there were fewer good things to provide in terms of food, clothing, shelter, recreation, and education. This may be true in an absolute meat and potato sense, but the significant point to grasp is that however much or little the father of the 17th, 18th, or 19th century was able to secure for his family, *he* was the one who secured it—and he secured it by his own efforts. It was either Father or starve, since father had no com-

petitors and no substitutes. There were no social agencies, no departments of public welfare, there was no made work and no system of social security to diminish the crucial importance of the paternal rôle in this sphere. Furthermore, and tremendously significant there was little in the economic realm that was open to mother who too was utterly dependent on her husband for the basic necessities of life.

Another factor of primary importance in accounting for the strength of the father's position in the household of past generations was the concreteness and directness of his rôle as provider. Not only was there no one to supplant him in whatever he was able to do for the family but to a great extent whatever he did was visible and comprehensible to the children. There was no mystery surrounding his work outside or in the home and in the days of uncomplicated agrarian life, of course, there was nothing about it that an infant could not understand from the time it could understand anything at all. Father tilled or plowed or, if the family took root in a village, he mended shoes or sewed garments or kept a shop in a manner intimately a part of family life. Frequently the very building of the home—certainly its maintenance and repair, was father's job, and there was always some task which required his services.

WITH the increasing urbanization and mechanization of life, the father as a direct support and as a concrete performer of various immediately appreciable services has tended to disappear and he is replaced by a figure less and less present in the home, less and less involved in its maintenance and less and less clear in his connection with food, light, clothing, and the practical day-to-day running of the household. He is tending to become a prefabricated figure in a prefabricated world—someone who is around on Sundays (sometimes), but who for the most part is as remote from the problems of daily home life as he is from its pleasures. What exactly he does during the week is becoming a harder and harder matter to explain to children. In fact, the explanations are frequently a little beyond the comprehension of Father too, who finds himself getting further and further away from the beginning and the end of the complicated production line in which he is a unit.

Closely related to his rôle in the more material aspects of family functioning is the father's rôle as a source of mental and spiritual sustenance to his children. That today it is difficult for most people to understand fully the basic currents in this aspect of the parent-child relationship is a testimonial to the

fact that in the past this nutrient flow between parent and child was so inherently present, so implicitly a part of the life of the family, that it never needed study or definition. The fact to grasp is simply this: children do not grow mentally or spiritually from within anymore than they grow physically from within. In both aspects of their development they depend on sources outside themselves to provide the basic nourishment which they then digest, absorb, and resynthesize into their unique, individual, growing selves. From mother and father they derive the primary axes of their character development, the direction, the momentum, and the strength and balance requisite for later independence. Where the rôle of the mother and that of the father exist in some degree of harmonious equilibrium with the totality of the life experience of the developing child, the resultant pattern of growth in the child is whole and integrated. He develops in one piece, as it were, and possesses the structural strength to withstand the later pulls and pressures and tensions from within and without. The struts and supports of this structure are the values, the habits, and the ways of feeling and reacting which he absorbs from day to day living with his parents through a process of identification, differentiation through inner conflict and synthesis through effective compromise. From the standpoint of the child's later strength and smoothness of functioning, it almost doesn't matter what particular combination of values and habits and ways of reacting he develops so long as he develops them primarily from a mother and father whose strengths are sufficient to balance each other and are together powerful enough to offset the disturbing and conflicting pulls of diverse outside influences.

To achieve this seemingly exquisite balance there are only three major requirements on the part of the parents that they be there, that the children satisfy a large part of their own needs for love and activity, and that they (the parents) express themselves and their values simply and concretely in the forms provided by family life.

These things apparently are simple when the recognition of their fundamental importance has once been achieved. Yet it is precisely this recognition that appears to be lacking today, the lack revealing itself particularly in the increasing remoteness and impotence of the father in today's family. It is on these factors that the authority and influence of the father ultimately depends, and on nothing more mysterious or subtle. Nevertheless the father of today, despite the still great potential importance of his rôle, is in-

creasingly unable to fulfill its requirements and to earn his right to those prerogatives of paternity which he sometimes attempts futilely to create by coercion.

We have already seen in regard to the first major requirement of successful parenthood—that of presence or eminent domain—that the increasing mechanization of life has contrived to separate the father from his family. In addition, the mechanization of modern life has brought about another fundamental cleavage in the family by providing for both father and children the mobility and the diversity of interests which keep them effectually apart, spatially, temporally and psychologically. Even as late as thirty years ago, despite the limitations of time to be spent with the children because of a nine-to-five job outside the home, evenings and Sundays were periods in which fathers and children grew together, if for no other reason than that there was not much else to do with the time. The automobile, the radio, the movie has since changed this so that time spent together now tends to boil down to the minimum time required for the transfer of a little pocket money, a word of advice and the latchkey. On one hand the father has so many interests outside the home (even though he may be in the home listening to Fred Allen or the news) that his affection and his needs for his children are perforce felt wanly and expressed perfunctorily. On the other hand, the children are presented with so many bright horizons beyond the home (even if they are in bed listening to Uncle Don) that the effect of purely verbal attempts at education and character building provided by a father on the run is weak and meaningless. Alongside Superman and the more irresistible of the screen heroes, Father often appears as something less than admirable and indisputable.

IT WOULD not be difficult to write volumes on the consequences to the individual and to society of the father's increasing loss of stature in the family group. Because of our traditional concepts of child development with the emphasis largely on good food, fresh air and sunshine for the child (whether at home or in a boarding school is of no particular consequence), it is sometimes difficult for us to recognize the consequences of casual fatherhood in every area of the child's later life—in his physical health, his capacity for work and enjoyment and his total personality. Nevertheless they are there, these consequences, are always on the debit side and are invariably those disconcerting developments which we habitually ascribe

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A Father Looks Back

By JAMES LEE ELLENWOOD

I HAVE been a father for nearly a quarter of a century and have come to believe that fathers are still important in a mild sort of way. If, like the horse-car driver, he is no longer acutely essential, still, like the blacksmith, he has his occasional uses. Sitting here in an uncomfortable chair while my own is preoccupied, not daring to turn off the radio, I recall those old days when father was a personage and quite the central one in the family group. Once, for instance, he was the only income producer and absolute financial dictator. Now, he is only a temporary depository through which his income flows to his family and his government a little more rapidly than he earns it. Often, he is not the sole source of income and broods disconsolately on the old adage that the hand that rules the ledger is the one that runs the home.

Once his contact with the outside world gave him prestige in his family group. He belonged to clubs, was vice-president of something and, in most cases, was the best educated. Now, these honors are passed around and thus another of his props is kicked away. No achievement of mine is comparable, in my family's opinion, to the fact that my son is a staff sergeant and a crew chief in the air corps, and recently I am being introduced as the father of a girl whose picture was in *Life* magazine a few weeks ago. It's all very disheartening.

Once, father was the sole voter in the family, and leaving for the polls he could say, "When it comes to running the government, I alone am considered as qualified, and I hope you will remember that when issues arise at home." Now, instead of being the only voter, I am the only one who doesn't know how to use the voting machine.

Finally, parental authority is no longer what it once was, and our divine rights have been voided in the current sweep of democracy which, like dust, has settled on father's throne to transmute it into a chair that he has to fight to occupy. Recently, I was importuning one of my daughters to row my boat while I did some fly-casting.

She said, "But you know I don't like that kind of fishing." "But I am your father, remember?" I replied. To which she retorted, "That's a total *non-sequitur* and besides was your doings, not mine." And that is what comes from educating our children.

So, in my moodiest moments, I mourn this drastic change of status. From being the hub of a family's activities, my place in life is more comparable to a zipper, essential in places, better if inconspicuous, and with a reputation for jamming up if worked too strenuously.

Now, I am too honest to deny that I experience silent but sharp resentment over this current reversal, and I admit that I long for a sort of OPA to fix a ceiling on indignities one must put up with. However, I have discovered one significant compensation which enables me to maintain what I call, hopefully, my parental poise. It is this. If I am no longer a personage, I am even freer to be a person. If the place of official fatherhood is unsettled, I am freer to create my own place as an individual. And this, I think, is a most important and pleasurable development in the business of being a modern father.

As a matter of fact, it is a good thing for us as persons to be hauled off our high perches as fathers. Dictators are not only spoiled persons, but underprivileged as well. This holds for both adults and youngsters. Autocrats never mature, never experience the thrill of making adjustments, never enjoy the blessings of opposition. They bore people without end and finish up by boring themselves. For instance, I could at this very moment yell "shut off that radio," or "don't ever play that, 'People Will Say We're in Love' record again. I just can't stand it once more." But in such gestures friendships and fun are never found. And there are many pleasing alternates. One could hide the record, or bring home a new one. My own method is to say, "Well, I must make a 'phone call now so will you tune down." Or to suggest that mother may have a headache or to say, "Listen, Ruth, let's go into an arbitration proceeding. I'll listen to three more records and you'll give me twenty minutes in which to recover." Along these lines come real achievements and satisfactions.

Anyway, if President Roosevelt were to ask me to head up the O.R.O.F., my first step would be to encourage the present trend toward humanizing parents. In case you are not up on your initials, O.R.O.F. means Organization for Rehabilitation of Fathers.

But that is only the beginning. Deprived of

divine rights, fathers must seek to preserve human ones. He practices negligible virtue who merely gives up a throne he could not have kept anyway. Now comes his responsibility to emerge as a useful member of the group. I have held to three guiding principles which I consider as workable, but not perfect. I set them down here in no mood of pontification, but simply as the opinion of one humble, battle-scarred father.

At this point I think it necessary to state my conception of father's place in family affairs, for it is from this conception that the guiding principles stem. To be a father is not to possess the wisdom of the ages, nor to speak with the authority of the Infinite. He is not to be identified with Holiness nor to be considered the Good Example. No mother should ever say, "Now, children, be just like your father," and in my house no mother ever did! You are a good father when you contribute to the happiness and welfare of your family group in terms of your friendship, ability and experience. Simply that. Now to my principles. These are the things I say, generally to myself.

I. In my own home I must maintain my place as a person. No one is more dismal than a father afraid! Sheer humility and self-effacement are cowardly escapes and rarely contribute to group morale. At our house we have modified all of grandma's delinquencies except one. When tempers flare, she fluffs off to her room. That's bad. Once I said to her, "Grandma, generals do not win battles by sulking in their tents." "A home is not a battlefield," she retorted. And that shows what a delightfully sentimental but completely irrational old dear she is. The most a father can be is a friendly, useful leader in a group. The least he dares to be, is a person who has earned the right of vote and voice. So call it prejudice if you will, but democracies are only secure as individual rights are defended. If I give up my crown, I may still insist on selecting my own hats, and if I surrender my throne, I hold dear the privilege of at least fighting for the one comfortable chair we own.

Incidentally, that chair business is an item on the current agenda at our house. One of our daughters has a boy friend who likes to be comfortable, too. When I come home, I find him inevitably in my chair. With polite reluctance he cedes it to me. I always take it, but I suspect he thinks I am an old autocrat. Sometime, if I ever catch him alone I am going to say, "Fred, maybe you think I am selfish about the chair seizure, so hear my story. For years

I battled with my wife to get one good, expensive chair. I won that one. Then I saved and saved to get the price. I risked my life in a department store at Christmas to get this present for myself. I beat down an officious salesman who tried to sell me a thing of beauty, rather than something to sprawl in. That chair my boy, is more than a chair. It's the triumph of an idea, my idea." Then he will understand.

Fathers, I insist, must be men, not mice, in their own rights, respected and respecting members of the group.

II. But, I keep telling myself, I have a responsibility beyond this one of self-preservation. I have lived longer than other members of the family. I may have had a more varied experience, met more people, been caught up in more situations. Mistakes have knocked off some of my rough edges. I could be a factor in the guidance of the group and of its individual members. This background and experience of mine permit me to speak as one having a reasonable authority. Maybe I can actually help.

IT IS at this point that I confess to my greatest pleasures and simply unbearable frustrations. When I really come through with a constructive bit of guidance I am elated and when I fail, I find myself yearning for authority. All in all, however, this way is the most fun and bears the best fruit. Nazism is bad wherever you find it and I think orderly goodness is better than ordered goodness. So, for one, I'll try to answer all the "why's?" and rebut all the "so what's." A father, like England, should be willing to lose battles and keep his objective the winning of the war. In this instance, we are struggling to develop independent, reasonable, cooperative, creative children, essential to any intelligent tomorrow. In a family group it calls for tolerance, faith, vision, strategy, give and take, and immeasurable patience. So I chip in with what wisdom I have and I insist on expressing my point of view. When I am right, good is done, when I am wrong, I admit it, within reason and only once per each mistake. Sometimes it's embarrassing. Last spring I said to one of our patriotic children, "Victory or no victory, you can't have a garden in our yard because I had the soil analyzed and it's good for nothing." But she planted one, and it grew aggravatingly, and it bore fruit impudently, and it was a living example of the futility of negation. "These tomatoes don't have much flavor," I said. "You're prejudiced," was the reply, which, I guess, I was.

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The Father in the Home

By MILTON I. LEVINE, M.D.

THE rôle of the father in the home is one of constant change, constant change relative not only to the time in which we are living, but also to the alterations in family relationship as the child grows older. Upon the father's ability to meet these new situations successfully will depend much of the success or failure of the home life and often the ultimate success or failure of his child.

There is no doubt but that the fathers of the present generation, as a whole, play a much greater part in the care and development of young children than did their predecessors.

In spite of the fact that the war has brought absentee fatherhood to many homes, in many others it has served to bring fathers and children closer together. Today especially, with many mothers working in factories or devoting a great deal of time to various war activities, with many other mothers unable to secure household help, the father has found himself, often through force of circumstance rather than desire, sharing considerably in the daily care of the children.

This was somewhat of an innovation, for until recent years most fathers looked upon the care of the child as almost entirely the mother's responsibility. These fathers as a rule, while occupying the time honored pedestal as head of the family and chief disciplinarian, still enjoyed playing with their children and following with pride their development and accomplishments. Often, too, they discussed with their wives the children's upbringing, but offered opinions based on personal theory, memory, and even personal conflicts rather than on the result of any special training in child development, or reading, or mature consideration.

Many fathers were frank to admit that, in their eyes, the newborn infant was entirely uninteresting. And only when the child reached three or four months of age and began to show an interest in the surrounding world, would these fathers first sense any feeling of paternity. But this feeling led to nothing more practical than an occasional caress, holding the infant, bouncing it up and down or similar manifestations of affection. Some father's reactions were even slower, failing entirely to respond to the child until he was able to walk and talk.

Within the past decade fresh emphasis has been placed upon the importance of the father in family

life and in the child's emotional development, even at a very early age. But not until our entrance into the present war did fathers themselves actually devote so much of their time to the physical care of the child. Then, through force of circumstance, many fathers discovered themselves involved in the field of child care. And much to their surprise, most of these fathers found in it an enjoyable and satisfying experience.

For really to know a child means to live with him and do things for him. And nothing brings with it a greater sense of satisfaction and closeness than that which one obtains from growing up with a child and watching him develop.

This close relationship of father and child has an even broader significance, for it is also of great benefit and help to the mother. A father having had the opportunity of observing his child under the wide variety of daily circumstances gains an understanding of the physical and emotional strain undergone by his wife and grows undoubtedly more sympathetic and appreciative. It seems obvious that the bringing up of children, if at all successful, must be based on parental cooperation, and cooperation can be most effectively applied when there is a complete understanding, by both father and mother, of the problems to be faced. This cooperation is especially important because it is a vital factor in developing a feeling of security in the child.

There is no question that a strong and united family background is an essential factor in the proper emotional development of all children. Therefore, the parental cooperation must be so definite in the child's presence, that the latter senses it completely. The father and mother should guard most carefully against undermining each other's authority with the child. While it is inevitable that parents may sometimes disagree on the ultimate solution of a specific problem, they should find some means of presenting the child with a single opinion or direction.

There is absolutely no place in the home of a child for loud or violent arguments between his father and mother. These disputes, though they may seem trivial in the eyes of the parents themselves, often assume tremendous importance in the mind of the child, destroying his security and producing emotional damage.

There are times when differences of opinion concerning discipline or child care problems may arise between the father and mother. It is a good idea to discuss such differences only when both parents are relaxed. Discussions under the weight of an emotional strain are usually unsatisfactory, since under such circumstances opinions may be colored by temporary mental or physical disturbances, or by conflicts in the relationship of the father and mother. Needless to say, the child in question should never be an audience to such discussions.

Another type of argument that occasionally arises in the home where there is an infant or young child is that between the mother and grandparents. Too often the latter give opinions, suggestions and at times even orders, which run counter to those of the child's mother. In these arguments it is of the utmost importance that the father definitely and firmly support his wife. A new mother has great need for a sense of security and self-assurance. Nothing can build it up better than a feeling of cooperation and support by her husband, and nothing can break it down more effectively than an adverse combination of husband and grandparents. The father may not necessarily agree with his wife during these arguments, but at the moment at least he must give her his support. Later, when the grandparents are no longer present, the parents can discuss the matter themselves and arrive at a solution based on mutual understanding.

IT MAY perhaps seem strange, but it is nevertheless true, that many fathers are actually jealous of their newborn infants during the early months of life. The father, much like an older brother, is temporarily given secondary consideration, while the mother devotes her full energies toward the care of the child. Often after a full day the mother is tired, feels the need of rest, and turns aside her husband's suggestion for spending the kind of evening they used to spend before the baby's arrival.

Other situations also add to a new father's difficulties. His supper may be later or even unprepared when he returns home in the evening. He may walk across the floor and turn on his favorite radio program only to be reminded by his wife that he walks too heavily and that the radio is too loud and will disturb the baby. When he sits down to tell his wife all the happenings of the day, he may find that his audience is either preparing a formula, washing the baby's clothes, or that she has pleaded fatigue, given him a kiss, and gone off to bed. As a result,

the husband begins to feel resentful—that he is an intruder, and "shut out" of the picture.

But he should realize that this period of adjustment is only temporary, and do everything in his power to lighten his wife's burden. Even though he himself may be so busy that he can devote only a few minutes a day to the practical care of the baby as well as to some of the household tasks, he will find that this attitude of cooperation will give him a real sense of participation in the home, and make for a smoother adjustment to a difficult period.

On the other hand, many mothers, in the intensity of their care of the baby during the first few months, not only overlook the fact that they are forgetting their husbands, but also make no effort to let their husbands assist. Most fathers, if given the opportunity, will enjoy the experience and save their wives a great deal of time and energy. In this way, the bringing up of the infant can become a source of mutual pleasure.

As the children grow older and feel more closely drawn to their fathers, new difficulties are apt to arise. If the father has the skill to know what children enjoy, the hours they spend together are almost always happy ones—a short period each evening and a most enjoyable Sunday with special trips and special events.

But the mother, for her part, is usually forced to act as disciplinarian during the day and often feels perturbed to see the wholehearted greeting given her husband in the evening. She may, for the moment, feel that her own efforts are unappreciated and unrewarded, and that she has all the disagreeable work to do with the children while father has all the fun.

When the father greets his child in the evening, he should, for his part, take special pains not to oppose any disciplinary measure of his wife, or to do anything which would undermine her authority. This does not imply, however, that the father should serve as the family disciplinarian such as is found in homes where the mother, unable to gain respect for her authority, draws forth her last ace—"Just wait until your father comes home—he'll punish you!" For only too often the child receives at 7 p.m. the punishment for some usually unimportant misdemeanor of 10 a.m. vintage, long after he has lost the connection.

Because today we recognize how important fathers are to children, it is even deemed advisable to hold off the bedtime hour so that the children may have the benefits of this contact. We no longer hold the rigidity of schedules as inviolable. We know that the emotional gain from the paternal relationship

more than overbalances any physical loss as a result of the later bedtime.

However, at times, the way that some fathers play with their children before bedtime is distinctly detrimental. These fathers, in their efforts to "show the children a good time," greatly overstimulate them. Some mothers resent this "exciting the children after they've been quieted down," to such a degree that they attempt to have the children asleep before their fathers arrive—a practice much worse in the final analysis. No doubt some of these mothers are jealous of the attention the father receives, while many others are well-meaning but cannot wait for the rest and relaxation of the evening which comes only after the children have been put to bed.

Sunday, as has already been mentioned, is usually Father's Day, and the children look forward to it with expectant delight. It differs from all other days in the week and is usually a day of great enjoyment. Sometimes it is made especially memorable by trips to the zoo, rides on ferry-boats, and similar excursions. Many mothers, fatigued by the toil of the week, grasp this opportunity to rest while their husbands take the children. This attitude is understandable but mothers who make a practice of staying away from the children for the whole day are overlooking an important factor in the development of the fullest family relationship. Of course, there are always special times when father and child get a great deal out of doing things without a third person. But on the whole, parents should be united on the pleasant things in a child's life as well as the unpleasant things. A mother loses a great deal when she permits most of the happiest moments of the child to be associated only with the father, while she is relegated to the disciplining end.

IT IS impossible within the confines of this article to dwell at length on one of the most interesting and important aspects of child development—the attitude of the child toward his father during the various stages of his growth.

After an infant passes into the period of young childhood he soon develops the realization that his mother's love and affection is not his alone, and that she also loves his father, perhaps, he may feel, even more than she loves him. He learns, too, that his father's love is also divided between himself and his mother. As a result, he develops a feeling of jealousy toward his parents which varies in intensity depending on the situation presented. This attitude on the part of the child must be handled carefully and co-

operatively, and the parents should especially guard against playing the child against each other.

From approximately five years of age and up, the father's role in the personality development of his children assumes increasing importance—important enough in the life of a daughter, but of tremendous import in the life of a son. This is particularly true of boys who in these days tend to live too much in a feminine world, both at home and at school.

The boy, with the knowledge that some day he, too, will be a man, tends to idealize his father. His admiration is unbounded, for his father seems to him to be so big, so strong, so skillful, and so capable of doing almost anything. The son looks forward to and dreams of the day when he will be just like his father. And so he imitates the latter's ways, his manners, and expressions—trying in every way to identify himself with him. During this developmental period in his son's life a father should present the child with a character worth emulating—a strong and good personality, kindly and sympathetic.

A most important place held by a father during his son's pre-adolescent and adolescent days is in dealing with sex questions and sex problems. It is to his father that a boy should feel free to turn to and feel assured that he can get straightforward, accurate, and explicit answers. The father has in his power the ability to cultivate in his son sound attitudes and sentiments concerning sex.

Unfortunately the present war has brought about the separation of many fathers from their children. There is no question but that a great many of these children—especially boys—will have a marked setback in their personality development. A boy needs a man in his life to develop the proper masculinity in his character. In homes where the father is away, every effort should be made to find some father substitute to prevent a damaging mark on the child's personality, a mark which might easily become permanent. Men who are relatives or close friends of these temporarily fatherless children should, as a wartime duty, try to spend considerable time with them and make every effort to get as close to the children as possible.

The mother, for her part, should see to it that the father is kept constantly in the minds of the children while he is away. Frequent letters written him by the children are very helpful, and things should be left where the father usually placed them, and his clothes should remain hanging in his closet just as they were when he was home. The father should

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Life Without Father

By JANET FOWLER NELSON

IN A little Texas town not long ago, a young soldier found his way through the busy lounge of a U.S.O. club to the director's office. Looking lonely and woe-begone, he blurted out, in answer to her question if there was anything she could do for him, "Yes, ma'am, I'd sure like to see a three months' old baby, but I guess you don't have any of them around here."

But they *did* have one around—upstairs in the nursery adjoining the small club room reserved for service men's wives. The baby was duly produced, and handed to the soldier. Almost an hour later, as he reluctantly gave back the sleeping bundle, he said softly, "Thank you. You see, I'm married and have a baby just this old that I've never seen. Sometimes I get so lonesome just to see him, just to hold him, I don't know what to do."

Multiplied a thousand, a million times over, this struggle to establish and to maintain the affectional frame-work of family living in the face of stark, physical separation is one of the most poignant, certainly one of the most important problems that a country at war faces. It is important today; and infinitely important for tomorrow.

Numbers alone make it significant. Our newspapers daily record a phenomenal increase in the birth-rate of first babies, always a corollary to a high wartime marriage rate. These are our war babies. Moreover, not only in terms of numbers but in terms of age the situation is striking and thought-provoking. It is disproportionately a problem of youth. Although nation-wide statistics have not been compiled, competent observers would agree that the average age of marriage, and of parenthood, is increasingly low. An age range of seventeen to twenty-three, sometimes an average age of less than twenty, is not uncommon in service wives' groups—groups, incidentally, which tell their own story as they call their stork clubs "ladies-in-waiting" or the "heir-wardens." And, most of all, because it affects the ability and stability with which a young family faces "life without father," more important than their numbers or their youth, is the briefness of their marriage experience prior to separation. So little time together, so short a time in which to put down roots sufficiently sturdy to withstand crisis.

Unhappy as the situation will be, when and if

pre-Pearl Harbor fathers are drafted, nevertheless theirs will be the problem of retaining already established family relationships. But at present our newest and our youngest families are struggling to save something that they have never had!

Both groups, however, new families and longer established ones, face serious problems of adjustment, itself a first and infinitely important step toward readjustment after the war. Post-war families won't suddenly or by magic become stabilized as soon as the war ends. In family life as elsewhere, we will write the peace on the basis of the way that we win the war.

Concern for the children whose homes are broken by the war pulls at our heart-strings. But let's be realistic and tackle first problems first. Unless the war is of too long duration and continues far beyond the expectation of the experts, the problem is not primarily one of the war-babies themselves. These children will suffer, but the depth of their suffering will depend ultimately not so much on what happens directly to them as on the strains put upon the adult relationships between father and mother. Although a father's absence is bound to be a distinct loss to the baby, what will be most irretrievable is the lack of a father and mother who have learned to share pleasures and responsibilities in intimate daily partnership. Too many babies are being born whose parents are completely out of immediate communication with each other. The loss in warm human relations, in sympathy and tenderness, the denial of the chance to share in one of life's greatest experiences, that indeed is a tragic loss. Under the circumstances the tacit assumption that she is the sole owner of the baby, which even the best of these mothers sometimes feels, can scarcely help but be exaggerated. Nor is there any easy "out." The only possible answer lies in a frank acknowledgment that it is far better to face up to the realities of the situation than pitifully to deny their existence.

It seems strange that people who fear and who know they fear the ultimate separation—death—whose marriages have often been undertaken because they were acutely aware of this "threat to life before life is lived," are singularly unwilling or unable to prepare for the inevitable changes in relationship that war brings. Though all young couples live with this

specter in their minds, death of the young father is, in actuality, not nearly as likely a threat to the continuity of a family as are other kinds of hazards. Statisticians tell us that the chances of any one man returning from the war are considerable, despite the over-all loss in young manhood that the country will suffer. The chances, however, that previously established relationships will go on, unchanged and unmodified, are practically nil. Yet all over this country there are young wives and mothers, and half way across the world there are young husbands and fathers, who are waiting for the war to be over, to pick up the pieces of their love *where they dropped them*. It is one of the bitter facts of war that this simply is not possible. A man cannot go off to war and be separated from his wife and children for months or years, and return the same man, to the same wife, to the same children. Love that is strong *can* reach across three thousand miles. But that love must be accompanied by sensitivity too subtle, and sometimes not so subtle, personality changes that are sure to develop. Such a love on the wife's part will recognize and appreciate the impact on personality of active military service; on a husband's part, the impact of a wife's job, of Johnny's first days at nursery school. Unless such sensitiveness exists, the prospect of family readjustment is indeed dismal. Honest insight into the realities of separation is a first prerequisite.

But there are many and valid devices for bridging the gap, easing a sense of strangeness, denying that fear of being forgotten. Letters and more letters from wives to soldier husbands! Not so much letters every day as every-day letters. Letters about the little things, the familiar things. Change the furniture and tell him all about it. When the baby moves from the crib to his first "big" bed, tell him. Ask him if he'd very much mind if you plowed up the backyard for a Victory garden. He'll know and you'll know he knows that that is exactly what has already taken place. No matter if his grudging acquiescence to thus ruining his prized lawn comes weeks after John Jr. has devoured the first string bean—tell him that, too. Let the children send kisses to Daddy in your letters—three-year-olds love to make the traditional X. And messages in the letters, dictated by very young children, are infinitely important. Pictures, too. Your new hair-do (he probably won't even like it); Billy's toothless grin; sister Susie's first long dress (father won't really know her when he comes home; but he'll love the snapshot and it will help him catch up). So much better the simple, the real, the everyday, even the prosaic,

in pictures or letters than glamorized photographs, or intellectualized or etherealized "love-letters."

An extreme example of the case in point lies in the story of a young Navy wife. It wasn't a "quickie" marriage. Seniors together in college, they hastened their marriage when war overtook them. Their life together, however, was brief; their first separation was a long one. Their letters were long, thoughtful, desperately full of longing and love. Their letters were beautiful letters. He came home on leave. It was shocking to see the lovely sparkle that preceded that return give way to strain, to tenseness, to bewilderment. More truly shocking, however, was the radiance that returned after he left and his letters began arriving once more. "Oh, *now* I feel that I'm really married again!"

Another aspect of unreality that creeps into the situation—one, too, that carries the potentiality of sheer exploitation—is the assumption that youngsters can pick up and substitute for a missing father. "Take good care of your mother, Son; you're the man of the house now," is a badly overworked phrase. It is sound in its implication that children, adolescent and indeed younger, may and should accept their own share of responsibility for on-going family life; their own share of responsibility in the home front war effort. Unless we assume that our children are completely insensitive and dull, we know that there is no possible way that we can "protect" them, and isolate them from war. Nor should we try. It is imperative that they feel a part of all the changes which war brings. But they must feel related constructively and appropriately. No fourteen-year-old can, nor should he be expected to, "take care of mother." There are many ways that he can help, but the point of reference must remain the child, not the mother, lest there be serious damage to his personality.

The challenge is definitely to the adults, particularly to women. Much is being written today about the economic and industrial role of woman and her exceedingly competent contribution to the war effort. Her emotional competence is perhaps even more fundamentally important, important to her marriage, and fundamentally important to her children. Commonplace in its triteness, it is true, nevertheless, that it isn't what she does—at home, in the community, on a job—so much as the way she does it.

The successful war wife and mother is a busy one. The fullness and richness of her own life and interests is the pattern on which her children should build

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Science Contributors

NEW LIGHT ON MOTHER-CHILD RELATIONSHIPS

Report on "War and Children," by Anna Freud and Dorothy T. Burlingham

An Evaluation by ALINE B. AUERBACH

FOR THE PAST three years, Anna Freud and her associate Dorothy T. Burlingham, an American psychologist, have been operating The Hampstead Nurseries in England for the Foster Parents' Plan for War Children. These three nurseries care for children whose bodily and mental health has been affected by war conditions, serving as convalescent homes and, whenever necessary, as homes for problem children. They have endeavored to set up conditions which will repair the damage already caused by bombing, indiscriminate evacuation and billeting and loss of their homes and families. "Journey for Margaret" both in book and motion picture form, has dramatized the approach and magnificent accomplishments of these nurseries and has spread their message far and wide.

The further purpose behind this work has been to study the essential psychological needs of childhood, and especially to report on children's reactions to war and destruction and to early separation from their families. The careful research on these problems has been gathered together in a little book called "War and Children."¹ While this report has apparently been hastily put together and the material loosely organized, it does present in simple, human terms some interpretive insight and findings that are invaluable to all who have to do with the care of children in war or peace, at home, or in foster homes or institutions.

The reactions of English children to bombing and evacuation have already been widely reported in the monthly reports of the Foster Parents' Plan, and in the "Cambridge Evacuation Survey,"² by another group of psychologists, and in magazines and newspapers. The outstanding contribution of this new report on "War and Children" is the light it throws on the mother-child relationship, especially as evidenced in children's reactions to family separation.

These conclusions are based on case studies of children in The Hampstead residential nursery and their country house for evacuated children. There is noth-

ing new in the author's premise that the "mother relationship"—continuous love from the parents, and a normal home life—is as necessary to a child's development as are body building materials such as foods and vitamins. What does stand out is their clear picture of the various stages in the relationship of a small child to his mother, and the effect of separation at these different levels of development.

During the first phase the authors find that: "In the first few months of life, an infant's wants are selfish and material. His life is governed by sensations of need and satisfaction, pleasure and discomfort. The mother plays a part in it in so far as she brings satisfaction and removes discomfort." The relationship is still comparatively simple and one-sided. The mother gives and the child receives. At this time it seems comparatively easy for a baby to accept food and care from a mother substitute, if this person takes over completely. The infant's needs are overwhelming, his helplessness is extreme, and his ability to distinguish one person from another is still in the beginning stage.

The second phase starts roughly, in the second half of the first year. The mother remains, as she will remain for several years, the instrument of satisfaction for the child, and on the basis of the early "stomach love," the child develops a real attachment to the mother. "This new love of the child is personal, exclusive, violent, is accompanied by jealousies and disappointments, can turn into hate and is capable of sacrifice. It is directed first toward the person of the mother, slowly includes the father, takes notice of brothers and sisters, and leads the child into all the complications of early emotional life."

This report also makes clear that reactions to parting at this period are particularly violent. The child feels suddenly deserted; his new ability to love finds itself deprived of its usual objects and his need for affection is unsatisfied. Some children of this age, separated from their mothers, will refuse to eat or sleep. Some cling desperately to a toy or piece of clothing that stands for the physical presence of the mother, or repeat some form of expression that ties

¹ "War and Children," by Anna Freud and Dorothy T. Burlingham. Medical War Books, New York, 1943.

² "The Cambridge Evacuation Survey," edited by Susan Isaacs. Methuen & Co., London, 1942.

them to their past. Their grief is usually short-lived, but it is not therefore to be treated lightly. The seriousness of the shock of separation may show itself in endless ways, some obvious and direct, some delayed and disguised.

What is true for the child of about one or two years of age, remains true for the next two or three years with certain modifications. The child's growing intelligence gives him more understanding of the real reasons for his having been sent away, and this seems to help to lessen the shock. But the normal relations between a child and his parents are less simple at this stage; he has become a member of the larger family group, with all the complicated emotions and affections that this involves—new unconscious rivalries and jealousies toward parents and brothers and sisters, and intense phantasy wishes that can find no real fulfillment. It is also at this stage that parents use the love which children feel for them as the means of educating them, of getting them to become civilized. The pressure of this educative process arouses resentments and antagonisms, feelings of hate and guilt.

In everyday life, these emotions are natural and necessary; they create small temporary outbursts and settle down again. It is probably the negative feelings of this period that determine a child's reaction to separation. "It does not seem so very dangerous to kill a parent in phantasy if at the same time outward evidence shows that this same parent is alive and well. But separation seems to be an intolerable confirmation of all these negative feelings. Father and mother are now really gone. The child is frightened by their absence and suspects that their desertion may be another punishment or even the consequence of its own bad wishes."

Upheavals of this kind evidence themselves in many forms of "difficult" behavior and variations from the normal. Adults get considerable relief from talking about their experiences. But, in most cases, these children do not talk about separation and shock for many months. The child usually begins to talk only when the feelings that have been aroused have been dealt with in some other way. Play activity, the spontaneous acting out of a situation, frequently serves to relieve and resolve the tension. Under the shock of sudden separation, children also show a marked tendency to regress to more infantile behavior. When something like this happens to shake a child's confidence in his parents or to rob him altogether of his loved objects, he withdraws into himself once more, and becomes egoistic and narcissistic, the way

he had been as an infant. For example, Bertram, three and three-quarters years old, said: "I don't like you, I don't like anybody! I only like myself." Ivan, five years old exclaimed: "I am nobody's nothing."

Thumbsucking, unusual craving for food, sweets, or presents, increased aggressiveness, temper tantrums, bedwetting, are the kind of disturbances frequently seen under these circumstances.

THE CASE material shows, however, that it is not so much the fact of separation to which the child reacts abnormally as the way in which the separation has taken place. "The child experiences shock when it is suddenly and without preparation exposed to dangers with which it cannot cope emotionally." If the people who are to substitute for the mother are known to the child beforehand, the transition can proceed gradually and with less disturbance. At the Hampstead nurseries, wherever it is possible, mothers are encouraged to visit as often as they can, especially at the beginning. At the end of each visit, the pain of separation is repeated, but it is felt less severely. By the time the affection of the child has let go of the mother, he has become attached to a new substitute, and there is no empty period in which the feelings of the child can be turned completely inward.

In an attempt to help the nursery children overcome the setbacks and retardation in development that seemed to come with separation from home, the nurseries undertook an interesting experiment. The large group was divided into artificial "families" with about four children in each group, and a "mother" who had more or less complete charge of her family, bathing and dressing only the children in her own little group and giving them the special attentions that an ordinary mother would. The results were immediate and startling. The children poured out their need to attach themselves to one person, and in a week the families were well established. But the reactions were not all happy ones. Since all these children had undergone a painful separation from their own mothers, they transferred to their new "mother" their mixed feelings of possessiveness and anxiety that they might lose her. They also showed considerable jealousy, either toward the other children in their "family" group, or, when they succeeded in accepting these "brothers and sisters" in their own little group, toward the other children in the nursery. Fights among the children increased, and the nursery resounded with the wails of the children whose "mother" had left the room and who, they feared, would not return!

Fortunately this state of affairs only lasted a few weeks. Gradually the children became reassured, and settled into the satisfactions of a more stable, satisfying attachments to the substitute mother. At the same time, the children began to develop by leaps and bounds. The most gratifying effect was that several children who in the large group had seemed hopeless, as far as the training for cleanliness was

concerned, suddenly acquired regular toilet habits.

While there is, of course, no complete substitute for normal family life, this experiment in setting up "artificial families" seemed to show that with the return to the type of attachment which had been interrupted by the separation from the family, the child resumes his steady progress toward the formation of a normal personality.

Parents' Questions and Discussion

The questions published here are selected and discussed by the staff of the Child Study Association, and the answers written by various members. The department is edited by Helen G. Sternau.

Is it really necessary for a two-year-old to be in bed every night at six? I'm seldom home before seven these days and I never see my little daughter except for a few rushed moments at breakfast. I urge my wife to keep her up till I get home but she's sure it will ruin the baby's health. What do you think?

Six o'clock isn't a magic hour, of course, though it is a convenient bedtime for babies in a household where mother has dinner to prepare and children to bathe and put to bed. But a different schedule may work just as well. What is important is for the baby to get plenty of rest at regular intervals. She should be in bed before she gets overtired and possibly too weary to sleep. A longer afternoon nap, a later lunch and rest period, or even just sleeping later in the morning may make it quite possible for your baby to wait up for you at night, with no harm at all to her health. That depends a bit on the baby. Some of them readjust their eating and sleeping schedules easily—others just don't. But it's worth trying out.

If it's a question of your wife's convenience, she might try bathing and feeding the baby at the usual time, then letting her play in sleepers and bathrobe until you come home. After a few minutes quiet play with your daughter, you could do the final putting to bed and tucking in—fun for you and a relief for your wife if she's busy in the kitchen.

But if this doesn't seem to work out, don't be too disturbed. Of course, your daughter needs you—but it's quality more than quantity that counts in human relations. The time you can spend with her weekends, holidays, even those few minutes in the morn-

ing, will count heavily if you have real warmth and affection for your baby. This will carry over, never fear.

My husband has been overseas for more than a year and I find that our youngest is beginning to forget him. Johnny is only four, so perhaps it's natural, but his father would be heartbroken if he knew. What should I do? Will the child be frightened and unhappy if we keep reminding him that his daddy is fighting in the war?

Of course it's hard for a little boy like that really to remember, but there is much that you might do to help keep his father near and dear and real to him. It's worth every effort, not only for your husband's sake, but for Johnny's too.

Photographs are helpful, especially a "very own" one in the child's room, and there should be plenty of conversation of the "remember when—" kind, stressing the happy times when you were all together. Letters to and from a child are very important. Though he is not old enough to write himself, you can let him dictate letters to you. Then writing to dad will be fun and the letters themselves free and natural.

Be sure that your son feels how proud you are of his father and how happy you will be when he returns from serving his country. Then your little boy will be proud and happy too.

Children are bound to know that there is danger when their fathers are at the fighting front. Even four- and five-year-olds understand that war means violence and killing. Some of them are anxious and fearful about their fathers. But it is useless to try to pretend for the child's sake that there is no danger. A "hush-hush" atmosphere is always harmful for children. Usually they can face the simple truth with far more courage than we give them credit for. If they find that their mothers have courage in these difficult days, the children will nearly always follow suit.

My wife is making a sissy of our son. I want him to be a he-man but it seems to me that his mother is spoiling his chances. She walks to school with him because he's afraid of the toughs in the neighborhood. She fusses over every little bump he gets. Of course he runs home to her in tears every time he gets the worst of anything. When I protest she says he's still a baby. Do you think that's the right way to treat a six-year-old boy?

I don't know your boy, of course, but I suspect that you and your wife are both right in a sense. Six-year-olds are still babies in many ways, and boys as well as girls need considerable comforting protection at that age. But it is also the time for them to begin to grow up and stand on their own feet. Parents have to supply the support and also encourage the urge toward growth, and it's not always easy to strike just the right balance. Traditionally mothers tend to err a bit on the soft side and fathers are often in too much of a hurry to "harden" children.

Your own son may very well still need the kind of protection his mother gives him. Denying it to him won't make him any braver. But there are many ways in which you might help him toward greater manliness. Try being with him more so he can absorb your masculine attitudes and values. Share some of the manly joys with him—hiking, skating, ball games, fishing, trips about the city. How about walking to school with him yourself as a starter? Perhaps teaching him to box would give him more confidence. But don't worry if he still runs home to mother for comfort now and then. After all, that's what mothers are for.

Is it fair for the mother always to be the wet blanket of the family? My husband is home so little, that he has fallen into the way of leaving all the dirty work of discipline, punishing and denials to me, while he just has fun with the children. To the children he must seem like a perpetual Santa Claus while I am left to play the unenviable part of the mean old witch. Is this fair to me, and, what's more important, is it good for the children?

This is one of the unfortunate consequences of fathers being in their homes so seldom that they tend to share play but rarely work or duties with their children. It calls for a frank recognition on the part of both husband and wife that if this goes too far, everyone will be the loser. Children whose father seems merely a play-boy, lack an important element in their lives—a male parent who is also an

authority-figure, a teacher, and a leader. Or if a father is always tired or busy, and withdraws behind a newspaper whenever the children misbehave, showing that he regards the job of keeping them in order solely as the mother's, he tends to become a weak and unimportant person in their eyes.

I doubt if a mother risks losing her children's love just because she has to say the "don'ts" and the "musts." In the long run children respect and appreciate a parent who at the same time that she loves them can also make things run smoothly and keep them under control. But they are bound to get a distorted picture of human affairs if they grow up feeling that women are the source of all authority and that men are pleasant but somehow shadowy and unreal creatures.

Both boys and girls need love and discipline from both parents from the beginning. As boys grow older they stand in special need of a very real and human father who represents male values and who requires manly behavior from them.

Suggestions for Study: The Father of the Family

GUIDING PRINCIPLES

I. THE FATHER OF THE FAMILY

A hundred years ago the role of each member of the family was clearly defined and this tended to reduce strain and friction. But economic and social changes have shifted the family pattern. We still cling to the old images and find ourselves bewildered because they no longer fit the facts. The father's position as sole provider and unquestioned authority is challenged and too often he is unable to make himself felt as a real force in the life of his children.

The child finds his basic patterns of security and authority and his ideals for human relations in his experiences with his parents. If his development is to be sound he must have a mother and a father who balance each other in a harmonious family whose ideals are strong enough to offset disturbing outside influences. How then can families supply these basic needs in our present social setting?

II. THE FATHER IN A DEMOCRATIC FAMILY

It is true that father has lost his position as dictator but he has gained something, too, in the possibility of a friendly, democratic relationship to his family. In ceasing to be an exalted personage he is freer to be a real person. In a family where each person's rights and personality are respected, but where all are dedicated to the common welfare, guidance on a constructive basis can replace the old absolute authority.

III. THE FATHER IN THE HOME

Modern fathers have seen all too little of their children and the loss is a serious one. In simple day-to-day contacts with a man the boy learns his ideals of manliness and finds a model to imitate—the girl develops the patterns for her future relations with men. Too often fathers are only around for special good times, or worse yet, as a last resort court of discipline. When fathers can share in the everyday care of their children there is a real gain in sympathy and understanding. It is important, too, for children to feel that their parents stand together—that they share the responsibility and authority and the fun, too.

IV. LIFE WITHOUT FATHER

Many families are facing serious problems of readjustment as fathers are called away to the armed forces or even to work in distant cities. But perhaps the hardest task confronts those young families disrupted almost as soon as they were created. Where the period of married life was brief and the child was born in the father's absence, there has been no chance to develop real family roots. As these families are reunited they will find unexpected changes—the need to build relationships anew. To do this successfully will take courage and honesty and real emotional competence.

QUESTIONS FOR DISCUSSION

1. Donald is three, the first child of two happily married young people. He was a serene and pleasant child until last month when his little sister was born. Despite all attempts to prepare him for her coming, he has reacted with the most violent jealousy. He makes every possible sort of demand for his mother's attention and seems to have lost all security when she is out of his sight. How might his father be of special help at this time?

2. Mrs. Garber feels that her husband is much too severe with their ten-year-old son. The child is ner-

vous and fearful and his mother is convinced that her husband's methods are to blame. All her attempts to discuss the matter with him have ended in angry futile scenes. What should she do?

3. Mary is a charming fifteen-year-old. She adores her young and handsome father and they have the best of times together every week-end. Everyone remarks on "the beautiful relationship"—though some people wonder that Mary's mother is willing to sit home alone while her husband and daughter go off on jaunts together. Despite her good looks, Mary has no boy friends and her mother is beginning to wonder why. Discuss this father's relationship to his daughter.

REFERENCE READING

<i>There's No Place Like Home</i> , by James Lee Ellerwood	1938	Charles Scribner's Sons
<i>The Parents' Manual: A Guide to the Emotional Development of Young Children</i> , by Anna W. M. Wolf	1941	Simon & Schuster
Chapter VIII—The Forgotten Father		

Child Study Quarterly,
Published by Child Study Association of America
"The Forgotten Father."

March, 1939

Child Study Quarterly, March, 1939

Published by Child Study Association of America

"The Forgotten Father."

Specialized services are available to study groups throughout the country who are affiliated members of the Child Study Association of America. Detailed study outlines adapted to the special needs and interests of different groups; individually prepared reading lists; service by mail of rotating packets of books from our library; sample pamphlets; one free subscription to *CHILD STUDY QUARTERLY*; pre-publication rates on Association books; special rates on Association pamphlets in quantity. Affiliation fee: \$10 per year.

For further information write to "Study Group Department," Child Study Association, 221 West 57th Street, New York 19, N. Y.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933

of CHILD STUDY, published quarterly in Fall, Winter, Spring and Summer issues, at New York, N. Y., for October 1, 1943.
State of New York
County of New York

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared Pauline Rush Fadiman, who, having been duly sworn according to law, deposes and says that she is the Editor of CHILD STUDY, and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management, and control (if any), and of the names and addresses of the stockholders, if any, of the publication, for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—Child Study Association of America, 221 West 57th Street, New York 19, N. Y.
Editor—Pauline Rush Fadiman, 221 West 57th Street.

Business Manager—Charlotte Williams, 221 West 57th Street.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.) Child Study Association of America, a philanthropic educational corporation, without stockholders, 221 West 57th Street, New York 19, N. Y., Mr. W. Carson Ryan, President; Mrs. George Van Trump Burgess, Mr. Frank E. Karelson, Jr., Mrs. Everett Dean Martin, Mrs. Hugh Grant Straus, Vice-Presidents; Mr. Beardsley Ruml, Treasurer.

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5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is..... (This information is required from daily publications only.)

PAULINE RUSH FADIMAN,
Editor.

Sworn to and subscribed before me this 21st day of September, 1943.

WALTER L. BISHOP,

Notary Public, Queens County,
Queens Co. Clk.'s No. 157, Reg. No. 24-B-5.
N. Y. Co. Clk.'s No. 139, Reg. No. 92-B-5.
Commission Expires March 30, 1945.

(Seal)

Book Reviews

Infant and Child in the Culture of Today. By Arnold Gesell, M.D., and Frances Ilg, M.D. Harper and Bros. 1943.

This book puts the findings of Dr. Gesell's former work on the development of infant and child into a form readily usable by those who are responsible for children in their everyday lives. And going further, it shows the implications for modern culture of psychological growth.

Sub-titled "The Guidance of Development in Home and Nursery School," this book should be equally valuable to parents and to nursery school teachers. Its style is easy, natural and understandable without either slighting the author's meaning or being "written down" to relatively untrained readers. It combines a fairly detailed and specific account of the behavior to be expected of children in twelve development periods, from infancy to five years, with a broad view of the relationships within the family, and in wider social patterns.

To quote from the introduction: "We are dealing with the growing child in a modern culture. . . . But the culture has heavy demands to make on its children. . . . What are the relationships between the pressures of the social order (acculturation)? The answers to these questions will determine our attitudes and our practices in the psychological care of infant and child."

The arrangement of the book contributes to its clarity. The first part, "Growth and Culture" is a general discussion of the family as a unit in society, of the psychology of growth and personality, and the cycle of child development.

In Part II, "The Growing Child," we find more specific and detailed data on different age groups, beginning with a very interesting discussion on the difference in parents' attitudes toward the first and second baby. The authors consider in detail the behavior of the first child toward the new baby, stressing the differences in attitude at the age of eighteen months, at two, three and four years. They feel that the dangers of jealousy reactions have been exaggerated and warn against too elaborate a build-up about the new baby on the part of the parents, pointing out that Junior has very limited presentiment of events that have not taken place. The child's interpretation is apt to be so literal that metaphors such

as the classic story of the seeds and the pollen have little bearing on the case.

The twelve age groups studied, between four weeks and five years, are dealt with in as many chapters, which in turn are subdivided into two or more similar headings. The first of these, titled "Behavior Profile" gives, in each chapter, a generalized picture of typical behavior to be expected at each age period.

The second, "Behavior Day," gives a schedule for that age, under such headings as "Sleep," "Feeding," "Self-Activity," etc. The age periods from eighteen months on have somewhat more complicated subdivisions, and to (1) Behavior Profile and (2) Behavior Day are added (3) Cultural and Creative Activities, (4) Nursery Behavior, and finally (5) Nursery Techniques.

The effect of this treatment of the material is to give a surprisingly comprehensive picture of a typical child at different levels of development, with sufficient emphasis placed on the fact that individual differences greatly modify the picture.

Part III, "The Guidance of Growth," is more philosophical and relates the behavior patterns studied in Part II to the demands of modern culture. An interesting feature is the end papers, which consist of numerous photographs of children at different age levels engaged in typical forms of behavior.

FRANCES H. JAMEISON, M.D.

Play Centers for School Children: A Guide to Their Establishment and Operation. By Adele Franklin and Agnes E. Benedict. William Morrow & Co., New York. 1943. 153 pp. Price \$1.50.

Children of school age need places to play and sympathetic adult supervision in after-school hours and long vacation days. Especially now when so many mothers are working—but in peace times, too—communities must learn to provide adequate recreation centers for these youngsters.

Miss Franklin and Miss Benedict point out the need and the great educational opportunity involved. They continue with the most practical kind of advice on ways and means, community planning, programs, equipment, staff and administration. All this is illustrated with live and human material from the experience of the All Day Neighborhood Schools in New York City, a demonstration project which Miss Franklin has directed for many years.

Particularly well done are the brief individual case studies through which the authors suggest how play groups may help in the solution of individual problems. Just because they do not claim too much—because they recognize the limitations as well as the possibilities—these examples should be truly helpful to teachers.

Miss Franklin has been unusually successful in cooperating with the public school authorities. It is natural that she should be convinced that the public school is the logical place in which to house the play center. After struggling with the peculiar difficulties involved, many other workers in the field have come to prefer a different setting. The point is certainly a debatable one and deserves careful consideration by the many community leaders who will turn to this book for advice. One could wish that the authors had discussed this one point more fully, for this sound and practical little volume seems destined to be the "bible" for many of the new recreation projects throughout the country.

HELEN G. STERNAU.

Childcraft: New edition in 14 Volumes. The Quarrie Corporation, Revised, 1942.

CHILDCRAFT, a well-known book set, now reappears in a revised and greatly improved edition. The fourteen volumes, designed as a basic library for parents of young children, include carefully chosen stories, poems, and music, as well as art, handicraft, play, science, and nature study materials, and six volumes devoted to child development and guidance. A collection of this type renders a real service. The material is well selected and sound, although inevitably slightly uneven. A fine feature is the wealth of suggestions for simple things to make and do.

Many well-known educators have contributed to the parent education volumes. These are helpful on a simple, practical level, easy to read, and well illustrated. They are keyed to the needs of average young parents.

The set presents sound educational philosophy, but parents must be instructed how to use the parents' guide index without feeling that they can settle personality problems by the use of specified stories and games. Stories and games have an influence on character and personality development, but parents must not feel that there is a direct relationship between a specific story and a specific trait. The material in this excellent set is sufficiently valuable to stand by itself and should prove distinctly acceptable to parents and their children.

The Substance of Mental Health. By George H. Preston, M.D. Farrar and Rinehart, Inc. 1943. 147 pages. \$1.75.

Dr. Preston, Commissioner of Mental Hygiene for Maryland, here outlines the laws which govern our emotional development from childhood on through adolescence, with special emphasis on the young child in the home environment. His claim is that if children learn to handle the major threats to sound development while still secure in the home, they will be able to conquer them in later life. Simply and clearly told are the principles governing obedience, the importance to a child of knowing what to expect, the ways children learn about people, and how sex is a part of living that a child must meet in graded doses. He says, "Children must be given a chance to live and learn. They must try and fail, be hurt by failure, and comforted by secure affection."

Like Dr. Preston's previous volume "Psychiatry for the Curious," this is a sound popularization of psychiatric principles. Parents will find this little book easy to read, easy to understand. It will help them to interpret family behavior and give them insight to create the kind of home environment which makes for better mental health.

MARY W. COLLEY.

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=THE CHILD= **AT HOME AND SCHOOL**

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American Book Company

Books of the Year for Children

Selected by the Children's Book Committee of the Child Study Association

THIS list has been selected and arranged to meet a broad range of reading interest and a variety of individual tastes. The age grouping is not intended to restrict choice, and parents are urged to study the whole list since many books have a far wider appeal than could be indicated. Books listed here are on exhibit at the Association's headquarters. A more extensive list will be published in pamphlet form December 7.

FOR THE YOUNGEST

Ages Two, Three and Four

***WHERE'S MY BABY?** Written and illustrated by H. A. Rey. Houghton. 22 pp. \$1.00. A surprise picture book with each page unfolding to show the hidden baby animals.

PITTER PATTER. By Dorothy W. Baruch. Illustrated by Charles G. Shaw. Scots. 20 pp. \$1.00. A picture story, on sturdy cardboard, of a little boy's outdoor experiences on a rainy day.

***COME PLAY WITH CORALLY CROTHERS.** Written and illustrated by Romney Gay. Grosset & Dunlap. 30 pp. \$50. The delectable Corally returns in a little book of gay pictures and rhymes about everyday doings.

CHATTERDUCK. Written and illustrated by Helen and Alf Evers. Rand McNally. 22 pp. \$50. A pleasant little book about a duck who was unpopular with the farm animals, until he learned to quack at the right time.

BIG DOG LITTLE DOG. By Golden MacDonald. Illustrated by Leonard Weisgard. Doubleday. 36 pp. \$1.25. Lively antics of two appealing dogs who spend an adventurous day exploring the city.

DON'T COUNT YOUR CHICKS. Written and illustrated by Ingri and Edgar Parin d'Aulaire. Doubleday. 38 pp. \$2.50. Large pictures and a slight tale amusingly illustrate an old proverb.

HELP THE FARMER. By Dorothy N. King. Illustrated by William A. Kolliker. Morrow. 20 pp. \$1.50. An attractively illustrated farmyard story with cut-out animals children can play with.

FIVE AND TEN. By Roberta Whitehead. Illustrated by Lois Lensky. Houghton. 40 pp. \$85. Molly has a birthday, five shining pennies—and a trip to the five and ten! A simple, just right book for little children.

Ages Five, Six and Seven

THE LITTLE BUILDERS' A B C. Written and illustrated by Nell Reppy. Simon & Schuster. 36 pp. \$1.00. Learning the alphabet can be fun with cardboard letters to assemble, plus amusing rhymes and illustrations.

TOMMY HELPS, TOO. Written and illustrated by H. A. Rey. Houghton. 16 pp. \$1.00. Attractive and timely "play-with" book about a little boy's war efforts—with pull-out illustrations.

OUR NEW BABY. By Lili E. Peller and Sophia Mumford. Illustrated by Dorothy Buck. Vanguard. 28 pp. \$1.50. Introducing the new baby and his care to older brother or sister. A sound and helpful approach.

ROUND ROBIN. By Lavinia R. Davis. Illustrated by Hildegard Woodward. Scribner's. 148 pp. \$1.50. Understanding, simple story of how a family of children received the new baby and enjoyed his first year.

* Books starred are of outstanding quality.

PEOPLE WHO WORK IN THE COUNTRY AND IN THE CITY. By Clara Ingram Judson. Illustrated by Keith Ward. Rand. 94 pp. \$2.00. Simple illustrations and text about today's work and workers stimulate an interest in the everyday world.

POGO'S SKY RIDE: A STORY OF AIRPLANES. Written by Jo Norling. Illustrated by Ernest Norling. Holt. 46 pp. \$1.25. Aviation construction and flying made understandable in the story of young John's trip through an airplane factory. Notable end-papers.

A SQUASH FOR THE FAIR. Written and illustrated by Grace Paull. Doubleday. 24 pp. \$1.50. About a little girl and her gardening efforts. Story and illustrations typically American and folksy.

***THE PEDDLER'S CLOCK.** By Mabel Leigh Hunt. Illustrated by Elizabeth Orton Jones. Grosset & Dunlap. 28 pp. \$50. Heart-warming little story of a New England farm family of a century ago. Exquisite illustrations.

THEIR FIRST IGLOO. By Barbara True and Marguerite Henry. Illustrated by Gladys Rourke Blackwood. Albert Whitman. 28 pp. \$1.00. How two brave Eskimo children built their first igloo. An attractive book.

PUPPIES FOR KEEPS. Written and illustrated by Dorothy P. Lathrop. Macmillan. 36 pp. \$2.00. Appealing pictures and story about puppies who wouldn't be sold.

DERRY THE WOLFHOUND. Written and illustrated by Margaret S. Johnson and Helen Lossing Johnson. Harcourt. 76 pp. \$1.75. A runaway dog proves himself a real hero. Fine illustrations and large type for self-reading.

MICHAEL, THE COLT. By Katharine K. Garbutt. Illustrated by Bernard Garbutt. Houghton. 40 pp. \$85. A warm, appealing story of a baby horse, with irresistible illustrations.

MISS LIZZIE. Written and illustrated by Jane Miller. Viking. 40 pp. \$1.50. Nonsensical love story of two lonely hearts brought together by a dog and some doughnuts. Pictures that just fit.

THE LITTLE WOMAN WANTED NOISE. By Val Teal. Illustrated by Robert Lawson. Rand. 38 pp. \$1.00. A jolly farm book, sparkling with sound effects and humor in both text and pictures.

PIRATE'S APPRENTICE. Written and illustrated by Peter Wells. Winston. 44 pp. \$1.25. In a hilarious book, illustrated in the manner of the comics, a bad boy long ago discovers that it is more fun to be good.

***MANY MOONS.** By James Thurber. Illustrated by Louis Slobodkin. Harcourt. 46 pp. \$2.00. A nonsensical fairy tale contrived by a rare combination of humorist and artist. For readers of all ages.

***FIVE GOLDEN WRENS.** Written and illustrated by Hugh Troy. Oxford. 46 pp. \$1.00. A fine modern fairy tale complete with all the traditional trappings plus superb humorous illustrations.

THE GOOD-LUCK HORSE. Adapted and illustrated by Chih-Yi Chan and Plato Chan. Whittlesey House. 44 pp. \$1.50. A gay fantasy of a magic horse and a small boy in Ancient China. Illustrated with style and spirit.

***THREE GAY TALES FROM GRIMM.** Translated and illustrated by Wanda Gag. Coward-McCann. 64 pp. \$1.50. Three folk tales, told with peasant humor, and illustrated with the artist's inimitable gayety and charm.

(Continued on page 22)



Good Stories

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By Elizabeth Morrow. All about the Tucker family and the good times they had together. Illus. Ages 8-12 \$2.00

THIEF ISLAND

By Elizabeth Coatsworth. An exciting winter on a Maine island with the Little family. Illustrated. Ages 10-14 \$2.00

THE CACTUS FENCE

By Catherine Bryan and Mabry Madden. A delightful collection of stories about some animals who lived on a Mexican farm. Illus. Ages 6-10 \$1.50

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By Arthur Ransome. The Swallows and Amazons on another adventure. Illustrated. Ages 10-14 \$2.50



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BIRTHDAYS FOR ROBIN

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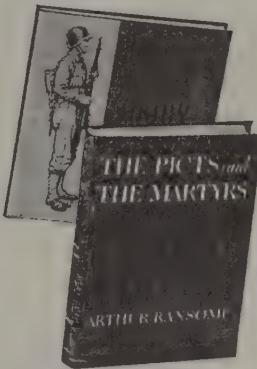
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FOR THE ELEMENTARY YEARS

Ages Eight, Nine and Ten

*MISCHIEF IN FEZ. By Eleanor Hoffmann. Illustrated by Fritz Eichenberg. *Holiday House*. 110 pp. \$2.00. A modern Arabian Night with a realistic background of North Africa, and pictures that skillfully blend fantasy and local color.

BEYOND THE CLAPPING MOUNTAINS: ESKIMO STORIES FROM ALASKA. By Charles E. Gillham. Illustrated by Chanium. *Macmillan*. 134 pp. \$1.50. Entertaining and authentic folk-lore of a people we ought to know better. Fine for story-telling.

THE SUN AND THE WIND AND MR. TODD. Written and illustrated by Eleanor Estes and Louis Slobodkin. *Harcourt*. 90 pp. \$2.00. An old Greek legend turned into a whimsical story about a modern weather man. Amusing, childlike and unusual in theme and pictures.

DRAGON JOHN. Written and illustrated by Marie A. Lawson. *Viking*. 52 pp. \$1.50. Dragon John wins a beautiful bride and happiness, in this amusing fantasy.

ALL ABOUT OSCAR, THE TRAINED SEAL. By Mabel Neikirk. Illustrated by William O'Brian. *Winston*. 132 pp. \$2.00. Delectable stories about Oscar, a most gifted seal, and his trainer in the hospital, at the circus, at school, on roller skates, in the park, and with a U-boat.

THE LITTLE STRAY DOG. By Meindert De Jong. Illustrated by Edward Shenton. *Harper*. 52 pp. \$1.50. Appealing story of a loveable little boy and a nice old lady who helps him rescue a stray dog from the pound.

*MOUNTAIN BORN. By Elizabeth Yates. Illustrated by Nora S. Unwin. *Coward-McCann*. 118 pp. \$2.50. A story of sheep farming, sensitively told, against a background of warm human relations and happy childhood.

HIGH WATER IN ARKANSAS. By Charles J. Finger. Illustrated by Henry C. Pitz. *Grosset & Dunlap*. 28 pp. \$50. An exciting adventure story about a boy and a flood, with lively action pictures.

*PIGTAIL TWINS. By Anne Halladay. Illustrated by Janet Smalley. *Friendship Press*. 192 pp. Cloth \$1.00. Paper \$50. A class of third-graders and their parents who come from many countries learn about the American way of life.

THE PATCHWORK QUILT. By Adele DeLeeuw. Illustrated by Cateau de Leeuw. *Little Brown*. 176 pp. \$2.00. The squares in a patchwork quilt cover life in charming homespun stories told by a grandmother to a little girl.

THE TOPSY-TURVY FAMILY. Written and illustrated by Emma L. Brock. *Knopf*. 90 pp. \$2.00. Lively, brightly illustrated story of a happy-go-lucky family whose philosophical attitude makes for great fun.

TIBBY'S VENTURE. By Ruth Langland Holberg. Illustrated by Phyllis N. Cote. *Doubleday*. 122 pp. \$1.75. Fast-moving, rollicking tale of a sea captain's daughter and the astonishing results of her trading in far countries.

*LITTLE NAVAJO BLUEBIRD. By Ann Nolan Clark. Illustrated by Paul Lantz. *Viking*. 144 pp. \$2.00. A little Indian girl finds many new problems learning the ways of her white friends.

CHICO OF THE ANDES. By Christine Von Hagen. Illustrated by Zhenya Gay. *Nelson*. 196 pp. \$2.00. The brave adventures of a little boy of Ecuador give a deep feeling of the life and people of the country.

THE LITTLE ANGEL. By Alice Dalgliesh. Illustrated by Katherine Milous. *Scribner's*. 70 pp. \$2.00. Delicate tale of a loveable family in old Brazil, in an enchanting book.

*GREEN WAGONS. By Oskar Seidlin and Senta Rypins. Illustrated by Barbara Cooney. *Houghton*. 130 pp. \$2.00. Warm story of Swiss children and a traveling theatre troupe. Mystery, melodrama and human kindness mixed together to make an engrossing tale.

PEACHBLOSSOM. Written and illustrated by Eleanor Frances Lattimore. *Harcourt*. 96 pp. \$2.00. China today, in the story of a little farm girl who finds unexpected happiness in the city.

THE WATER-BUFFALO CHILDREN. By Pearl S. Buck. Illustrated by William A. Smith. *John Day*. 62 pp. \$1.50. An incident from a childhood in China is used for family story-telling in a charming way.

BOW BELLS. By Katharine Gibson. Illustrated by Vera Bock. *Longmans*. 126 pp. \$2.00. Delightful variation on the theme of Dick Whittington, expanded to a full book of lively adventure against a vivid medieval background.

FOR THE INTERMEDIATE YEARS

Ages Ten, Eleven and Twelve

*THE LITTLE PRINCE. Written and illustrated by Antoine de Saint-Exupery. Translated by Katherine Woods. *Reynal & Hitchcock*. 92 pp. \$2.00. An imaginative and beautiful book, by the famous French author-aviator, which will enchant adults and children sensitive to literary style and philosophic humor.

THE JACK TALES. Edited by Richard Chase. Illustrated by Berkeley Williams, Jr. *Houghton*. 202 pp. \$2.50. A collection of American folk tales that have freshness and raciness. Fine research plus unusually juicy reading.

ONCE UPON A TIME. Told by Agnes Fisher. Illustrated by Zhenya Gay. *Nelson*. 302 pp. \$2.50. A collection of tales from many lands, some never printed before, which have a true folk flavor and richness. Distinguished format.

MOUNTED MESSENGER. By Cornelia Meigs. *Macmillan*. 188 pp. \$2.00. French and Indian War, seen through the experiences of a young boy who pioneered a mail route to the frontiers of western Pennsylvania.

*THESE HAPPY GOLDEN YEARS. By Laura Ingalls Wilder. Illustrated by Mildred Boyle and Helen Sewell. *Harper*. 300 pp. \$2.00. Last of the well-loved "Little House" series, and as glowing as the others. Here Laura, grown to 18, teaches school, marries and settles down on a prairie claim, to start a new household.

THE HOUSE BETWEEN. By Ethel Parton. Illustrated by Margaret Platt. *Viking*. 344 pp. \$2.00. Lively story of Newburyport in the 1850's, and the influence of the California gold rush on this ship-building town.

*FIVE ON A MERRY-GO-ROUND. By Marie McSwigan. Illustrated by Mary Reardon. *Dutton*. 184 pp. \$2.00. A resourceful family of today beats the housing shortage by setting up housekeeping in a deserted carousel and thus finds work and a better living.

FIDDLER'S QUEST. By Patricia Lynch. Illustrated by Isobel Morton-Sale. *Dutton*. 310 pp. \$2.00. The Ireland of poets, heroes and rebels, and of Ethne, sweet girl fiddler, searching for her grandfather, the king.

RUFUS M. By Eleanor Estes. Illustrated by Louis Slobodkin. *Harcourt*. 320 pp. \$2.00. More about the Mofats: the lively doings of the youngest member of this engaging small town family.

BLUEBIRD, FLY UP! By May Justus. Illustrated by Helen Finger. *Lippincott*. 188 pp. \$2.00. Tennessee Mountain children and their school adventures in a stimulating and entertaining book.

*SENSIBLE KATE. By Doris Gates. Illustrated by Marjorie Torrey. *Viking*. 190 pp. \$2.00. A heart-warming, refreshing story about an orphan who finds a home and learns that the world has a place for both sense and frivolity.

*INCIDENT IN YORKVILLE. By Emma Gelders Sterne. *Farrar & Rinehart*. 210 pp. \$1.75. Timely, moving story of a Nazi-educated boy's slow conversion to the American way of life. A good mystery as well as an important theme.

(Continued on page 24)



SOLDIERS, SAILORS, FLIERS AND MARINES

Mary Elting and Robert Weaver. Illustrated by Jeanne Bendick. Every question young readers are asking about the armed forces is answered in 96 pages of amusing text and three-color pictures. Lives of soldiers, sailors, fliers, marines, the coast guard, and the merchant marine are described in accurate and colorful detail. *Up to 10.* \$2.00

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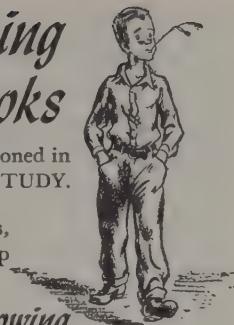
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Doubleday, Doran & Co., Garden City, N. Y.

Seven Viking Junior Books

(count them!) are mentioned in this issue of CHILD STUDY.



Fifteen more books, autumn-comers, make up our 1943 list of

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(Continued on page 26)

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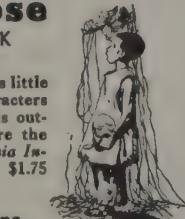
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TO TELL ON THE KING'S HIGHWAY. By Eleanore Myers Jewett. *Illustrated by Marie A. Lawson. Viking.* 246 pp. \$2.50. Folk legends of medieval Europe, related by characters of the time, make a pageant of chivalry and romance.

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Radio Programs for Children

WHAT'S ON THE NETWORKS?

MANY old and a few new programs expressly directed to the juvenile audience may be heard on the networks in the late afternoon and early Saturday and Sunday hours. A full list of these is offered here with a brief guide to selection.

WEEKDAY AFTERNOONS *

The Sea Hound. Blue—4:45-5:00

Seagoing adventures in and around the waters and ports of South America. Good neighbor emphasis and authentic information in a rather slow-moving serial. (7-10)

Hop Harrigan. Blue—5:00-5:15

Up-to-the-minute adventures of two young American aviators scouting on dangerous missions in the war zones. Realism, excitement, and suspense, with a welcome dash of humor and considerable airplane information. Well written and produced. (7-14)

Uncle Don. Mutual—5:00-5:15

Younger children enjoy the intimate and cozy chatter of a universal "Uncle," who mentions their names and birthdays. Older children resent the patronizing tone and the objectionable overdose of commercials. (5-8)

Dick Tracy. Blue—5:15-5:30

Master detective of the comics in a series of encounters with master criminals, saboteurs, and gangsters. Melodramatic and highly exciting. Somewhat better production than formerly. (8-12)

The Black Hood. Mutual—5:15-5:30

Hair-raising horror serial, featuring a mysterious comics hero. All the trappings of the stereotyped thriller without any redeeming features of plot or production. (8-12)

Jack Armstrong. Blue—5:30-5:45

Roving adventures of a high school boy and girl with their Uncle Bill, in remote countries. Younger children have long enjoyed its atmosphere of adventure. Older boys and girls are apt to find it unconvincing and lacking in action and speed. (7-10)

Chick Carter. Mutual—5:30-5:45

Two children in dangerous sleuthing missions as-

* The time given is Eastern War Time. Consult local newspapers.

sist the police to round up criminals, saboteurs and spies—a questionable rôle for children, even if one of them is the adopted son of the radio detective, Nick Carter. (8-12)

Captain Midnight. Blue—5:45-6:00

Adventures in underground occupied Europe in which a boy and a girl are engaged in an incredible "secret mission." Neither fantasy nor realism, a stereotype serial, but with a following among younger listeners. (7-10)

Superman. Mutual—5:45-6:00

Fantastic feats of strength and speed in an adventure-fantasy serial featuring the fabulous character of the comics. Considerable physical action and fighting in exciting, fast-moving episodes. Parents find it noisy—a factor which children seem to enjoy. (7-12)

Archies Andrews. Blue—7:05-7:30 (Fridays)

Teen age activities of a group of boys and girls in a small American town, with humor probably more appealing to adults than to children.

Terry and the Pirates. Blue—6:15-6:30

The well-known characters in Terry and the Pirates, a popular comic strip, have exciting and realistic adventures in warring China. Emphasis on the courage and fine qualities of China's fighting men and women. (9-14)

The Lone Ranger. Blue—7:30-8:00 (Monday, Wednesday and Friday)

Exciting half-hour dramas, each a complete episode, all centering about a heroic rider of the legendary West. Has for many years maintained a high standard of writing and production. Excellent incidental music and sound effects heighten the tempo. (9-14)

SATURDAY MORNINGS

Youth on Parade. Columbia—10:00-10:30

A variety show with talented teen age participants. Orchestra, solo singing and chorus well above the average for this kind of program. (12-16)

Rainbow House. Mutual—10:00-10:30

Music, singing, and a dramatic sketch with mediocre juvenile talent—too streamlined by an adult M.C. (6-10)

Babe Ruth. N.B.C.—10:30-10:45

Babe Ruth, himself, answers questions for a young studio audience and chats about baseball for his fans. For baseball enthusiasts.

Let's Pretend. Columbia—11:05-11:30

Favorite fairy tales, skillfully dramatized and presented by an excellently trained juvenile cast. Incidental music adds charm to a fine presentation that has long been acclaimed by parents and children. (6-10)

Land of the Lost. Blue—11:30-12:00

A new fantasy program in which two realistic children have adventures under the sea. Excellent music, a variety of sound-effects and a sprinkling of humor which seems, however, too sophisticated for this age range. (5-10)

Little Blue Playhouse. Blue—12:00-12:25

Dramatized biographies of famous Americans and their achievements in peace and war, science and invention. Well presented by a juvenile cast. Good balance of education and entertainment. (8-12)

SUNDAY MORNINGS

Coast to Coast on a Bus. Blue—9:15-10:00

A long-run variety program of songs and dramatic sketches presented by children under adult direction. Of uneven quality. (6-10)

Children's Hour. N.B.C.—10:30-11:30

Another variety program with juvenile talent in song-and-dance numbers somewhat too "Hollywood" for the age of its participants. (6-10)

—J. F.

THE FATHER OF A FAMILY

(Continued from page 5)

to chance or external factors. Actually, these untoward developments are always referable to the fact that when social conditions ceased making the father automatically an adequate father, few people were able to see that nominal or titular fatherhood alone and without the backing of time together, and emotional depth was simply a type of absentee ownership one step ahead of bankruptcy.

The consequences to society of the changing family relationships are probably enormous, but few, like delinquency, are immediately apparent. They are to be looked for rather in those subtle changes in the character of our citizenry which, in perhaps ever more vicious circles, reflect themselves in the strong, tidal social and political movements which seem increasingly today to be an expression of man's need

to find in government the security, the guidance and the authority he failed to secure in the home, to seek outside himself the unity and the integration he lacks as an individual.

In terms of social evolution one can say neither that these trends are good nor bad; they are powerful currents which are largely beyond our abilities to reverse or alter to any great extent. Nevertheless it is important, wherever and however possible, to mitigate the effects of too rapid changes. There would appear to be great value in putting a brake on too highly accelerated transitions from one set of symbols and relationships to another in such a basic matter as our family pattern. We cannot, of course, return to the forms of life of the 18th or 19th centuries. But just as we supplement our diets with certain vitamins to compensate for deficiencies which, if we were left to our present-day tastes, might develop, and just as we go to the gym to offset the fact that we no longer draw water from the well or chop wood for the fire, so we might also make conscious use of our present-day knowledge of the factors in the relationship between father and child that are no longer automatically present but which, supplied by artful design, might still insure some measure of added happiness and stability for our children.

LIFE WITHOUT FATHER

(Continued from page 12)

their own lives and not on bitterness or frustration. She has a chance, too, as well as the need, to develop new and interesting techniques of cooperative living. It is far better that two or even three service families join forces than that each struggle alone against rather desperate odds. While this obviously eases the economic burden, there are many other rewarding features. Such an arrangement provides companionships for both mothers and children; it may allow for staggered jobs, for turn and turn about for fun. Recreation is important, too. The small town convention that married women "stay home" when their husbands are away is one of our more stupid social hang-overs. Far from "protecting" marriage as its proponents claim, it really disparages and denies its fundamental strength.

The war scene, of course, is an exaggerated one; we still have the two-timers; we have the chiselers and the whiners and the martyrs. But just as surely, all over this United States wherever there are women and children "carrying on" while father is away, we see the other extreme, the extreme of love and loyalty and high courage.

In the Magazines

Simplifying Sex Knowledge. By Helen Morgan Hall. *Hygeia*, November, 1943.

"Who should interpret the facts of sex to our boys and girls?" The responsibilities must be shared by both parents and educators. The child's earliest questions can be answered simply and honestly by his parents, and later, the school has a share in teaching biological facts and healthy attitudes. Parents and teachers need to be sure of their own attitudes on the subject, for tension and withdrawal can be imparted along with instruction.

The World We Want for Our Children. By Rhoda W. Bacmeister. *Parents' Magazine*, November, 1943.

Parents are sometimes dismayed by the amount of hate and killing children show in their wartime play. War, however, has other aspects. Children can be shown that waging war takes courage, loyalty, and selflessness—qualities which will be needed in the post-war world, too. Children's interest in war activities abroad can also furnish a basis for understanding how other people live.

Freedom and Discipline in the Early Years. By Ethel Kawin. *National Parent-Teacher*, November, 1943.

In order to survive, democracy needs citizens who are self-disciplined. We have become chary of the terms "freedom" and "liberty" in training children today, feeling that such words too often mean lack of control, and disregard of others. Actually, freedom is not a negative term implying lack of restraint, but identified strongly with responsibility. Even very young children can learn self-control: they can learn that cooperation and consideration of others means acceptance in the group, and undesirable behavior means rejection from it.

Discipline in Today's Education. By Howard A. Lane. *Childhood Education*, November, 1943.

The trend in today's education is definitely away from too much emphasis on self-expression and individualism. Instead, there is a new attitude based on cooperative development within the group, a strong sense of personal responsibility for the welfare of others. Education now stresses the individual's abilities as assets of the group, rather than his claims to distinctions from it.

A FATHER LOOKS BACK

(Continued from page 7)

III. My third principle, I fear, is that of an old sentimentalist. But sentiments are real, too. I keep saying to myself that I would like to have my children consider me as one who puts their welfare and character ahead of anything else, who will contribute toward it everything he can but who believes at the same time in self-determination. Such a conception is a father's most effective argument and leads to the most successful guidance. I have an idea that this total impression of a parent's personality has more significance than all the advice that children are given. And this opinion is achieved not by words and protestations but by attitudes and innumerable incidental impressions. I neither preach nor exhort about this. In any relationship, where two or more are gathered together, the association is only as valuable as there is mutual acknowledgment of this basic truth. Only to the extent that you are interested in my welfare, and I care for yours, can our coming together be worthwhile. That holds, whether it's a sales talk on the radio or a conference of Allies in Russia, or a father and son living together. So at our house, we don't tell the children that it's good for them to be quiet, or to mow the lawn, or to put up the storm windows, or to sweep the porch. They don't eat carrots to make their hair curl. And when I am selfish enough to commandeer the radio for "Information Please," I never insult them with the hypercritical platitude that it's good for them.

Well, there you are. You struggle for your rights as a person, you strive to be useful here and there, you aim at an impression of loyalty and allegiance. Through it all, you will be looked on as aging rapidly, as clinging tenaciously to yesterday, too old to be modern, too young to be a good antique. If they offer you a chair, it's because you are feeble. If they don't it's because they are thoughtless. The songs you like are out of date, and if you kiss your wife, the children will wonder. You must dress stylishly, but not too stylishly. You must be nice to their dates, but also as inconspicuous as possible, and you must never "grouse" about money. I am conditioned now so that I never mention budgets or taxes or the bank balance. But my children's mother makes free to talk about eking out the ration coupons, as though coupons were all that it takes to buy provisions. Involved, isn't it, this business of being a father? Long hours, too. You work all the shifts. But, at least, it's never monotonous.

News and Notes

Controlling Juvenile Delinquency The Children's Bureau in Washington announces the publication of a timely new pamphlet "Controlling Juvenile Delinquency: A Community Program." This publication is intended primarily for state and local planning groups concerned with the problems of children as affected by the war, and it offers a coordinated approach to the problem of juvenile delinquency. It suggests a wide range of activities that can be used in planning not only for the prevention of delinquency, but for the welfare of all children.

Copies of this pamphlet on Juvenile Delinquency (Publication 301) can be had by writing to the U. S. Department of Labor, Children's Bureau, Washington, D. C.

Family Education in Wartime The Association for Family Living of Chicago announces two new and interesting national projects on which they have been cooperating. The first is the preparation of a course in Marriage and Family Adjustment which is being introduced as a part of the new series in general education of the Armed Forces Institute. This course will be offered to the men and women in the armed services on a correspondence basis for the duration of the war and will form the foundation of a post-armistice program of re-education for civilian life. The Armed Forces Institute was originally set up as an avenue through which the thousands of boys on lonely far-flung outposts all over the world might fill in the long watches and months of waiting with guided study by correspondence. Operating with the American Council on Education and through the cooperation of American colleges, it offers college credit for courses satisfactorily completed. The material for the course on Marriage and Family Adjustment has been prepared by Evelyn Millis Duvall, Director of the Association for Family Living, and Professor Reuben Hill of the University of South Dakota.

The second project is that of acting as consultant or U.S.O. centers. Many of them are using the resources of the Association for Family Living in setting up training courses for Junior Hostesses, and

in presenting programs on War Marriages and on Personal Relations for men and women in the armed services. Scores of centers from Seattle to North Carolina and from San Diego to St. Louis have used from a day to a week or two of the time of a staff member lent by the Association to assist in establishing training courses for the Junior Hostesses who are responsible for the entertainment of service men in the centers. The U.S.O. has seen the need of giving these girls an understanding of themselves, of their rôle as hostesses, and of the men they meet, as well as some orientation in the nature of war marriage adjustment. The years of experience the Association of Family Living has had in counseling in boy-girl relationships and preparation for marriage has enabled it to assist U.S.O. staffs in interpreting questions of social adjustment to young people, and to be of practical assistance to the girls themselves who need to know how to make the men feel comfortable and at home without becoming too emotionally involved themselves. Demonstration courses conducted by the Association staff in both Negro and white U.S.O. centers have served as guides for other U.S.O. groups beginning to set up such services.

Further information about both of these projects can be secured by writing to the Association for Family Living, 209 South State Street, Chicago, Ill.

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NEWS AND NOTES

(Continued from page 31)

Instructional Film on Child Care

The New York State Office of War Training has prepared a new instructional film "Care for Children of Working Mothers." This 16 mm. sound film may be rented free by agencies responsible for the training of volunteers in child care or others interested in wartime care of children. Helen Hayes is the narrator, and the film shows a day at a standard Child Care Center, what it does to insure healthy development of preschool children, and its rôle in preventing absenteeism among war-working mothers. Information about rental of the film can be obtained through Mrs. E. C. Guggenheim, Chief of Film Service, Division of War Training, 299 Broadway, New York City.

THE FATHER IN THE HOME

(Continued from page 10)

receive, as much as possible, the admiration and idealization that would have been his had he been at home.

The rôle of the father in family life and in the development of the child cannot be minimized. He has an important part to play. On his own actions and on his cooperation with his wife depends a large part of the future security and happiness of his child.

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